

CHAPTER I

INTRODUCTION

A. Background

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most important international languages for communication has been recognized by the Indonesian government since its independence (Songbatumis, 2017). This is the first foreign language in Indonesia, English is also taught in primary schools as a subject of choice since the implementation of the curriculum in 1994. It seems that the development of English language teaching in Indonesia has touched the English curriculum goals recently (Mattarima & Hamdan, 2011). Depdiknas RI (2006) describes that the objectives of English language teaching standard in Senior High School in Indonesia are as follows: (1) Develop communicative competence both oral and written to reach information literacy level; (2) Increasing awareness of English as a foreign language to compete with other countries in the global community and (3) Developing students' understanding of the relationship between language and culture.

The ability of the language consists of four skill there are listening, speaking, reading, and writing. Listening is naturally considered a major skill in the acquisition of the first language (Cahyono & Widiati, 2009). One of the essential skills that must be considered is listening because it seems easy to listen first language development, but need the effort to understand a foreign language listening (Chien and Wei stated in Zuhairi & Hidayanti, 2016)). Bozorgian and Pillay (2013) argued that listening is the

first skill that every student has in their unconscious early learning. Furthermore, it is important because it is placed in the context of a foreign language class.

Problematic in learning English is still the main focus for educators in various educational institutions, ranging from basic education to higher education, especially in listening while observing in one of the senior high school in Bandung. There are some problems, the first is problems with sound (English sound). In general, students' difficulties in understanding phrases or words spoken by the speaker because they are often confused between the pronunciation in the first language and second language and often wrong when they are listening to the English phrase. The second, problems with the limited English vocabulary. Most of the students also faced problems with the limited meaning of new English vocabulary in learning Listening Comprehension. In this case, it seems that the student must understand every meaning of the word spoken by the speaker in the audio recorder. The third, problems of understanding the speaker who speaks too fast. Another problem that usually becomes an obstacle for students in learning Listening Comprehension is the talk of speakers who are considered too fast for them. The level of understanding of students is very varied with each other. So for students who have a low understanding level of listening, they are very difficult even confused to understand the phrase expression spoken by the speaker in the audio recorder. The Fourth, Problems with students' limited concentration. Many of the students feel unconcerned when listening to words or phrases spoken by speakers because they have to listen, read and fill the answers correctly. It can be concluded that listening skill in English is reminded to be difficult for students, especially in Indonesia.

Based on the previous problem found in one of senior high school in West Java Indonesia about teaching listening, it is needed an appropriate media to solve the problems and one of the media that can be used in teaching listening is digital storytelling. Therefore, this study aims to explore the impact of existing digital storytelling to improve students' understanding of listening in one of senior high schools in Bandung. Digital storytelling is used as authentic teaching materials to improve listening comprehension. Digital storytelling is the application of technology that is well positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productive use technology in their classrooms (Robin, 2008). Razmi, Pourali, & Nozad, (2014) argue that Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories get their power by weaving images, music, narration and sound together, thus giving the dimensions and colour of the characters, situations, experiences, and insights.

There are some of the research for the use of digital storytelling, the first title is "Engaging young learners of English in a genre-based digital storytelling project" by Handoyo Puji Widodo, (2016). The project develops and trains children to be the creators of multimodal narrative texts through digital storytelling. Throughout the process of digital storytelling, children are actively involved as problem-solvers when they make decisions about the images, thinking of the text they are proposing for images and replacing these texts into a single digital storytelling. This shows that the making of digital stories shows the way children make stories by using various ways.

The second research by Razmi et al., (2014) with the title Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production. This study was conducted at Azad University Salmas branch, Iran. At the end of the semester, all students participate in an interview in which they were asked to read and present a short story selected. Their oral performance was evaluated by using a list of criteria 4 scales (vocabulary, grammar, fluency, and pronunciation). By involving Digital Storytelling, not only learn to be personal, fun, attractive and creative but also help students to improve their writing, reading, listening and speaking skills by expressing opinions and building digital narration for their audience.

This research is different from the previous research because the previous research observed to writing and speaking skill, and asked the students to make one story and make the digital storytelling their story with some pictures. In this research will observe to listening skill in listening for specific detail and will make available a digital legend stories for students then students are asked to watch and listen then answer questions. In Indonesia, research on digital storytelling is still rare especially in Bandung. The writer never found the research or journal about digital storytelling in west java, so this research will try a research about digital storytelling with the entitled **“DIGITAL STORYTELLING IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM TO IMPROVE LISTENING COMPREHENSION”**.

B. Research Question

From the description above, this study is intended to answers three following research questions:

1. What is the students' ability in listening comprehension in English Foreign Language Classroom before using digital storytelling?
2. What is the students' ability in listening comprehension in English Foreign Language Classroom after using digital storytelling?
3. How significant is the improvement of students' English Foreign Language Classroom in listening comprehension after using digital storytelling?

C. Research Objectives

From the research questions above, this study aims to obtain the following three goals:

1. To find out the students in English Foreign Language classroom before using digital storytelling to improve listening comprehension skill
2. To find out the students in English Foreign Language classroom after using digital storytelling to improve listening comprehension skill
3. To know how significant is improvement of students' English Foreign Language Classroom in listening comprehension after using digital storytelling

D. Significance of Study

This research at least gives two meanings covering theoretically and practically. Theoretically, this research can be helpful to make deep understanding about students' listening comprehension using digital storytelling in narrative text, because of digital storytelling one of the most effective and most preferred in teaching listening and to be

carried out during listening comprehension activities. Practically, this research gives significance to:

1. Student

The result of this research is expected to help students recognize their learning in listening comprehension using digital storytelling.

2. Teacher

By identifying this, teacher especially as a language teachers, would benefit from this by making their lessons more fun, interesting and capture the student's attention in liking the subject. Moreover, producers of English teaching materials and curriculum planners could benefit from this study by producing digital storytelling for the purpose of teaching and learning, and integrating the use of digital storytelling not only in listening activities and narrative text material but any other activities and English language materials that the digital storytelling is deemed suitable to be used.

E. Research Framework (Rationale)

The ability in which humans use the sense of hearing to listen and understand what a person's speaker means is called listening. This hearing is the first phase in the stage of human communication that comes before a person speaks to communicate, reads and writes. In addition to listening, reading, and writing, there are also several aspects that are used to support it such as grammar, vocabulary, etc. and listening are also subjects that are thought in schools (Juvrianto CJ et al., 2017). Flowerdew and Miller stated in Renukadevi, (2014) argue that the problem of the student about listening in English language. The main reasons why learners find it difficult are:

1. Lack of effort to understand every word while listening. In L2 Their acquisition cannot connect with a second language.
2. Failure or laziness to build their vocabulary gradually and this very often in their language.
3. The problem of listeners with different pronunciations, accents as they cling to one particular articulation
4. The power of listener concentration or listening stamina greatly affects their ability listening skills, which is not so in terms of acquiring other language skills (reading, speaking and writing) even when they are taken for a longer period of time.
5. Interference by the physical setting or environment in which to listen, this becomes an additional challenge for the average student and the main one face even for a good listener.

Chien and Wei stated in Zuhairi & Hidayanti, (2016)) further stated that for listening comprehension, students need to have a variety of uses strategies that make them become successful learners because only students who are skilled in the use of strategies that may have listening comprehension easily. The use of learning strategies can identify the successful language learners are using various strategies most appropriate for their learning task. Based on the statements above there are the listening strategy according to Renukadevi, (2014), they are top-down strategies and bottom-up strategies. Top-down listener-based strategy; its listeners rely on background

knowledge of topics, listening context, text type, and language and they aid the listener to interpret the ideas he has heard. The top-down strategy:

1. Listen to the main idea
2. Predict
3. Drawing inference
4. Summarize

On the other hand, the bottom-up strategy is a text based on where the listener uses it linguistic knowledge to understand information. The bottom-up strategy:

1. Concentrate on specific details when listening
2. Recognize word-order patterns.

Creating a good atmosphere in teaching English, particularly in teaching listening in the classroom becomes a very important thing to do by a teacher. It can be used so that teacher can control the process of teaching and make students comfortable in studying. To get the objective, the teacher should evolve the existing of media in teaching activity. In evolving the media in teaching activity, the teacher can start to apply digital media (Juvrianto CJ et al., 2017). (Syafrizal, Hasanuddin Chaer, & Sutrisno Sadji Evenddy, 2017) assumed that one of the material or media that can increase students' interest in the learning process is digital storytelling. Stories that get their by making a picture, music, text of story and voice together, thereby giving deep dimension and a clear color to the characters, experiences, situations, and concepts named is digital storytelling (Razmi et al., 2014).

In this research, digital storytelling technique will be implied as the method for studying in narratives text. Because narrative text is very important because the narrative form is the inherent tendency of human reason to construct meaning. Whatever we experience, our mind prefers to process them in narrative form rather than as discrete facts in logical relations (Pearson, 2008). As a literary genre, too, the dominant narrative in other literary forms. That is why the text is generally classified as narrative and expository (Amer, 1992). Zahoor & Janjua (2013) argue that most of the literary genres such as drama, novels, short stories, and poetry, involving narrative. Knowledge of narrative structure can be useful in complementing literary literacy in general. Moreover, since the literature involves gameplay; linguistics and literary skills are also not entirely independent of each other. Therefore, knowledge of the story's grammar can be beneficial to students of literature and language

Furthermore, the teacher in the classroom needs to have an effective strategy to improve students' listening comprehension. One of the strategies is used digital storytelling in narrative text, Abidin (2014) assumed that it is believed that digital stories can prove to be very useful in developing children's listening skills if appropriately selected. They tend to be visual, interactive and reiterative. The digital storytelling concept was originally introduced at the Centre for Digital Storytelling in California by Joe Lambert. Rahimi & Yadollahi (2017) said that digital storytelling is a mix of multimedia such as images, audio, video, and web publishing and storytelling to enrich verbal and written expressions and present stories digitally not verbally to others. For digital storytelling, digital storytelling can be defined simply as sharing a

person's story through various media images, text, sound, sound, music, video and animation.

As stated in the previous section, the aim of this research is to find out the improvement of students in English Foreign Language using digital storytelling and this research used two kinds variable, the first the use of digital storytelling as variable X and the second one is to improve students' listening comprehension as variable Y.

F. Hypothesis

The writer determines the hypothesis tested in this research is H_0 (null hypothesis) or H_A (alternative hypothesis).

H_0 (null hypothesis): there is no significant influence of digital storytelling to improve listening comprehension in English Foreign Language Classroom.

H_A (alternative hypothesis): there is significant influence of digital storytelling to improve listening comprehension in English Foreign Language Classroom.

G. Previous Studies

The first study about digital storytelling was created by Syafrizal et al., (2017) with the title "Enhancing Students' Listening through Digital Storytelling" This study aims to show that digital storytelling can be used as a supporting material for e-learning portals in departments such as the English department and Indonesian language. This study discusses more the process of designing material from digital storytelling as a teaching tool for listening literally. This digital storytelling has a significant contribution to the effective and enjoyable learning of English through qualitative methods used to analyse data and this research used qualitative research. Data were

collected through questionnaires from teacher and students who are interested in the digital story. A questionnaire was used to determine how respondents using digital storytelling for educational purposes. The results of this study prove that digital storytelling can be used in the portal E-learning, such as Edmodo. The results of the questionnaire show that digital storytelling is an interesting material, but needs to be modified more in e-learning.

The second study about digital storytelling technique was created by Juvrianto et al., (2017). Digital storytelling was applied in SMP Negeri 4 Parepare in listening skill by the title “The Use of Digital Storytelling in Teaching Listening Comprehension”. The sampling technique used in this research is random sampling technique. Obtained to choose two classes of the population as a sample of the experimental group and the control group. The author takes graders VIII.8 as an experimental group with 25 students. While the authors chose VIII.7 grade students as a control group with 25 students. The purpose of this study is to find out whether the use of Digital Storytelling (DST) develops listening comprehension/listening to students and to know students' interest in using Digital storytelling. This research uses Quantitative - Qualitative model. The writers collected data using a hearing comprehension test and open-ended questions. The findings of this study revealed that post-test results from the student experimental group were higher than the post-test results for the control group. The difference in student scores is statistically significant; the probability value is less than the significant level ($0,000 < 0.05$). The result H1 is accepted and H0 is rejected. While open questioning and questioning show that

students agree that learning English using digital stories is a good support medium because it has been using it for about four weeks in the learning process.

The third study has been created by Ciğerci et al., (2017) with the title “Use of digital stories to develop listening comprehension skills”. This study aims to determine the effect of digital stories on the development of listening skills of fourth graders of an elementary school in Turkish language courses. This study is based on a mixed method approach, using a qualitative and quantitative method, which is carried out in two fourth-grade class at an elementary school in the city of Eskisehir, Turkey, in the spring of 2014 to 2015. The school is located in the urban area of the city and the participants come from middle class families. Quasi-experimental designs use pre-test and post-test with control and experimental groups. There are five grade four classes in the school and to select experimental and control groups. In the second phase of this study, eight digital stories with different themes and lesson plans and subject matter based on digital stories were used for eight weeks by classroom teachers in the experimental group. During this period, the writer's role observed the process, the teachers in the control group doing their lessons according to the Turkish teaching program using traditional literacy techniques during listening. The writers also observed Turkish lessons in the control group for eight weeks. The teacher pointed out that thanks to digital stories and listening activities based on digital stories, his students improved their hearing and they listened to digital stories and performed activities very carefully. Established in this statement, it can be said that the students pay attention to listening according to the Turkish Course Teaching Program.

The fourth study has been created by Abidin (2014) with the title “Improving Listening Comprehension among Malay Preschool Children Using Digital Stories” Quasi experimental analysis was conducted at Suburban Penang, Malaysia for 6 weeks. All participants received a 30-minute English lessons a week, as determined by the Ministry of Education Malaysia. During the four-week session, the control group was told by their teachers and the exploitation of the workbook. There is no Internet-based material that is given to this group. The experimental group also received English lessons for four weekly sessions. In two sessions, the children were taught the same to the control group, based on the instructions of teachers and exploitation workbook. Two other sessions devoted to working on a number of digital stories choice. To verify that the IPS, IPS, may have been using SPSS. The results of this study, therefore, was to validate the research hypothesis by showing that there are significant differences between the two groups. Participants in the experimental group improve their listening comprehension skills and surpass those in the control group. These positive results could be due to several reasons. It can be said that the practice of pedagogy digital story promotes concentration and attention to children who are focused on spoken feedback received.

The fifth study has been created by Tahriri (2015) with the title “The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation” Study participants were randomly selected from the female pre-primary student population studying at private language institutes in Guilan province. Elections conducted by convenience sampling. Participants who follow the age of 12 to 16 years are selected. The decision

to choose adolescents arises from the fact that this is the age when most teenagers in Iran begin their language learning. After giving the Oxford Placement Test, 30 learners were selected and assigned to the control or experimental groups randomly. Therefore, the resulting sample consisted of 15 students for the control group and 15 students for the experimental group. The experimental group received DST instruction as the treatment, while the control group was taught by conventional instruction type. The results showed that there was a statistically significant difference between the experimental group score and the control on the post-test, after introducing the treatment for the experimental group and the type of conventional instruction for the control group. In fact, the experimental group outperformed the control group on the post test. This may lead to the conclusion that the differences between the two groups, in large part, are due to the treatment which is the DST instruction. In addition, experimental group responses to motivational questionnaires provide evidence of the superiority of teaching DST through conventional classes. Although several studies have been conducted on the impact of DST on EFL literacy skills; However, none of them considers DST instruction in improving their speaking ability and hearing those who are known for their reading ability; Thus, the findings of this study may provide new insights for those who handle foreign language teaching, such as material developers, curriculum designers, educational institutions, language teachers, and test developers. First and foremost, the findings of this study demonstrate a reasonable application of DST in improving learners' motivation.

This research is different from previous research because previous research were not mentioned for what learning media digital storytelling. This research is used in learning narrative text in Indonesia such as Indonesian legend stories using digital media storytelling and its difference from result of research calculation, previous research using qualitative or mix method but this research use quantitative. This research is also applied to one of the senior high school in west java Indonesia and similarities with previous research are similarly focused on listening skills but this research will have focused on listening for specific detail and using pre-experimental performing pre-test, treatment and post-test.

